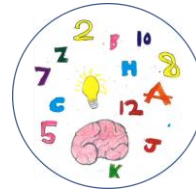




Llangewydd Junior School



How our curriculum reflects our school's vision/mission

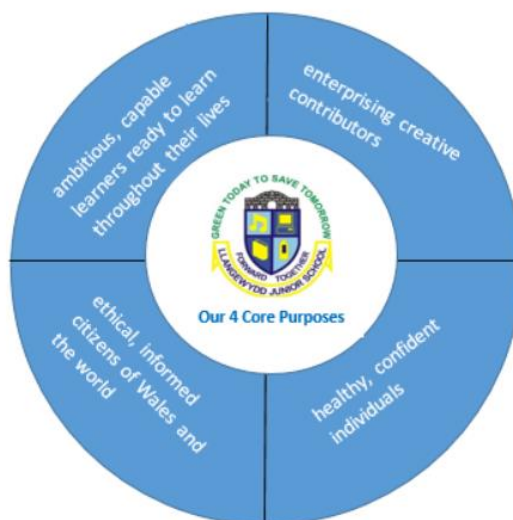
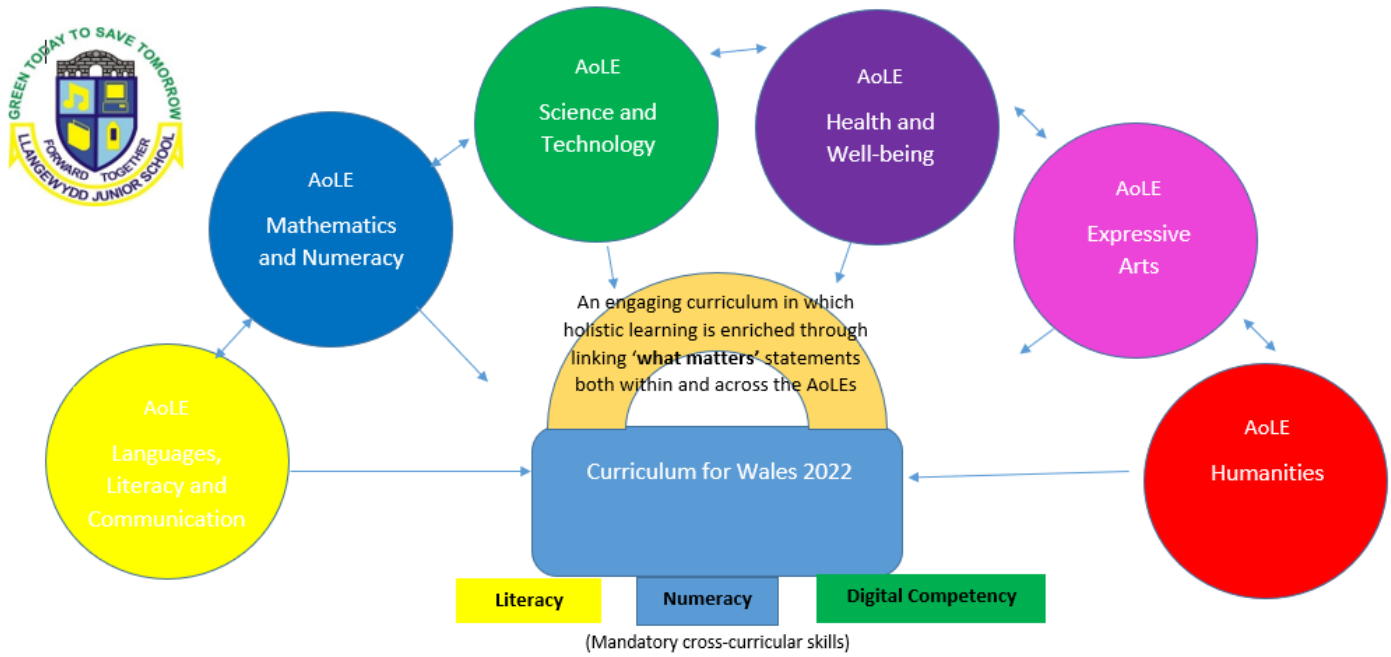
At Llangewydd Junior School, in the four years leading up to implementation of Curriculum for Wales 2022, we devoted time to carefully considering our vision/mission and how this would shape the architecture of our curriculum. As we stood on the threshold of an exciting new era of education in Wales, we, in consultation with our stakeholders including learners, teachers, governors, parents/carers and community partners, took the opportunity to consider our vision – what did we want our new curriculum to look like? – and equally – what did we *not* want our curriculum to look like? Over a four year period, we worked hard to plan, design, evaluate and refine an inspiring, enriching curriculum for our 21st Century learners informed by our school's vision. Indeed this process of reflecting upon our vision, and therefore the curriculum provision shaped by it, is constantly evolving, being evaluated and refined in order to secure the highest possible standards of teaching and learning for our learners.

So, what is our school's vision/mission?

At our school, we have adopted a thematic, cross-curricular approach to teaching and learning that blends the six Areas of Learning and Experience (AoLEs) – Languages, Literature and Communication, Mathematics and Numeracy,

Science and Technology, Humanities, Health and Well-being and the Expressive Arts. As a committed and inclusive school community, our vision/mission is to provide a curriculum that aspires to:

- build high expectations with a view to enabling all our learners to achieve the highest academic and personal standards of which they are capable.
- provide our learners with a broad and balanced curriculum that enables them to realise the four purposes and equips them for ongoing learning, work and life.
- offer a broad and balanced education that enables our learners to make links between the different areas of learning and experience and to apply their learning to new situations and contexts.
- promote lifelong learning, ensuring that learning is a positive and inspiring experience for us all with well-being and enjoyment at its core.
- equip our learners with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.
- engage our learners in holistic, cross-curricular, topic-based learning informed by salient pedagogical principles.
- use the experience, enthusiasm and expertise of our staff to provide engaging and inspiring teaching and learning experiences that are differentiated appropriately to meet children's individual needs and abilities in inclusive classroom and outdoor environments.
- empower our children to make decisions about their own learning pathways and enable them to drive their own tailor-made curriculum through our placing an emphasis upon Pupil Voice.
- continually self-reflect and use our own learning to evaluate and refine our approach.
- support learners' health and wellbeing.
- support learners' development of the knowledge, skills and experiences that are the foundation of being an informed citizen.
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances.
- reflect the diversity of perspectives, values and identities that shape our learners' locality and Wales, as well as develop an understanding of the wider world.
- be shaped by Pupil Voice, co-constructed and responsive to learners, their families and the wider community/partnerships.
- enable our learners to make sense of growing up in a diverse, contemporary Wales and of issues that will be important into the future, including well-being, sustainable development, citizenship and diversity.
- enable our learners to develop an understanding of their rights and the rights of others.
- support progression along a continuum of learning, working with our cluster feeder schools and comprehensive school to ensure that there is alignment in the transitions across a 3 to 16 continuum.
- help our learners to identify and act on next SMART steps in their learning in order to make good progress.



(for more detail about our Curriculum vision and how our curriculum is organised, please refer to our Curriculum Policy)

How did we articulate our vision/mission for our curriculum?

How Practitioners have contributed to informing our vision/mission for our curriculum:

- Over a four-year period, we have implemented (and continue to implement) a collaborative approach to reflecting upon our vision, curriculum planning and design – sharing ideas, expertise, as well as problems and jointly developing solutions. Every half term, year group teachers meet with the Assistant Headteacher to plan new cross-curricular topics (or to refine existing ones) informed by Pupil Voice input. Everyone's contributions are valued and shape the final topic plans and the school places an emphasis on curriculum development through co-construction.
- In these half termly meetings, through the lens of our vision/mission, year group teams review curriculum planning and track CfW coverage with reference to the descriptions of learning within the Curriculum for Wales statements of *what matters*. This whole school tracking process provides an opportunity for teachers to ensure that a broad and balanced curriculum consistent with our vision/mission is delivered throughout the school year and indeed throughout our phase of education. It has also helped the school to identify areas for improvement that have been/are being addressed through staff engagement and professional learning e.g. Rights of the Child, Computational thinking, Welsh reading, French as an international language.
- Our curriculum vision/mission and approach to CfW is regularly discussed/reviewed in SLT meetings and whole school staff meetings.
- An AoLE team staffing structure has been established with a focus on curriculum development. The composition of these AoLE teams is informed by teachers' subject specific expertise and interests with a view to giving each team ownership of curriculum design within their specific AoLE. Each AoLE team has engaged in high-quality thinking and discussion in order to develop and articulate a vision for their AoLE within our curriculum. This vision has informed each AoLE team's collaborative writing of a policy for their AoLE.
- Teachers and support staff engage with and give feedback about professional learning opportunities focused on our curriculum vision/mission, design process and provision:
 - termly AoLE network meetings
 - training by external facilitators such as Barefoot Computing and our Welsh in Education Officer
 - internal INSET delivered by practitioners.Connections are made between our vision/mission and wider reforms (Additional Learning Needs and Educational Tribunal Act and Welsh in Education) to ensure activity is mutually reinforced.
- A mentoring and support programme informed by our preparations for CfW has operated with teachers working alongside the Assistant Headteacher to focus on ensuring that our curriculum vision and pedagogical principles are reflected by our actual classroom practice.
- Teachers and support staff encourage our learners to link all lessons to our four purposes and use our learner-designed 'four purpose logos' within lessons. Emphasis is placed upon developing our learners' understanding of 'why' things are learned and done – how they contribute to our curriculum vision. Similarly, in designing our curriculum, our teachers self-challenge our provision, considering why specific learning matters and what the essence of that learning is – does the teaching and learning mirror our vision/mission?
- Teachers respond promptly and pro-actively to new curriculum guidance as it is published and ensure that this informs our vision/mission e.g. does our vision reflect the RSE agenda?
- The Assistant Headteacher is a member of our cluster family of schools' Curriculum Reform Group. This working party has a remit focused on curriculum vision/reform issues and the sharing of good practice as we engage with CfW. Its current priority is to facilitate the securing of cluster-wide continuity and progression across all AoLEs.



How Learners have contributed to informing our vision/mission for our curriculum:

- Before every topic, through designated 'Pupil Voice' time, teachers discuss our vision/mission with our learners and plan with them the aspects of a topic that they would like to explore. This is done before the formal planning process begins, is recorded on our planning template and then informs our teachers' topic planning. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.
- Teachers' short term planning is responsive to pupil voice ideas and, as a topic evolves, the focus within a topic may be adjusted or refined based upon learners' interpretations of our vision/mission, their personal choices, enthusiasms or interests.
- Every class has a Pupil Voice display where the children's topic ideas and questions are presented in 'Pupil Voice' speech bubbles.
- A self-evaluative culture is fostered at our school with teachers regularly creating opportunities for our learners to reflect upon our vision for their learning – What worked well and why? What could be improved and why? Which curriculum activities did they enjoy and why? Which did they not enjoy and why? Feedback from our learners is valued and informs a potential adapting and refining of our curriculum provision.
- The school has established seven Pupil Voice committees which take an active part in the life of our school, each consisting of a teacher representative and elected representatives from each class in the school. The Pupil Voice committees have responsibility for discussing, shaping and making decisions about different aspects of school life and have a significant impact upon our curriculum vision and provision. The seven committees are:
Teaching and Learning Committee Children's Rights Committee Criw Cymraeg Digital Leaders
Eco Committee Playground Well-being Committee Outdoor Sports Committee
These committees then send a representative to an over-arching Pupil Voice Forum. The school highly values the views and opinions expressed by the Pupil Voice committees on behalf of their peers and takes these into consideration when planning ways in which the quality of school life can be improved. In recent years, for example, playground equipment/games have been purchased and our school library developed as a direct result of ideas proposed by Pupil Voice committees.
- The Teaching and Learning Pupil Voice committee have focused on raising their peers' awareness and understanding of our curriculum vision/mission through their work on our four purposes. They launched a 'Four Purposes Logo Competition' and asked each year group to design a logo for one of the four purposes. After a process of looking carefully at the submitted logos and discussing their impact, the Teaching and Learning Committee chose four winning logos which are now used throughout the school as a reference point for thinking about which of the four purposes our learning addresses. Does the teaching and learning taking place in our classrooms reflect our vision/mission?
- Our Digital Leaders champion our vision for digital competency, computational thinking and the safe and positive use of technology in and beyond our classrooms. They embed the use of technology throughout the school through peer-to-peer support, modelling the use of apps/programs to teaching staff and leading on improvements in our e-safety provision.
- Our Rights Respecting School Ambassadors work hard to promote the articles of the UN Convention on the Rights of the Child throughout our curriculum within their classes and throughout the school. They raise peers' awareness of their key rights that are embedded within the ethos and values of our UNICEF Bronze Award Rights Committed school. Their projects include supporting their teachers in linking learning to the UNCRC articles, educating their peers about their rights through a weekly assembly and working on actions to achieve the UNICEF Rights Respecting Silver Award.
- Our Criw Cymraeg promote a strong Welsh ethos and a commitment to bilingualism, encouraging our learners to enjoy using the Welsh language across the curriculum. Their responsibilities include introducing the 'Welsh Phrase of the Fortnight', leading Welsh-themed assemblies, celebrating our 'Siaradwyr yr Wythnos' and supporting teachers in the teaching of Welsh yard games. Criw Cymraeg were instrumental in helping us to achieve our Bronze Siarter Iaith award and are currently working hard towards achieving our silver award.
- Welsh Government's 'A Young Person's Guide to the new Curriculum for Wales' has been shared/discussed with our learners.



Our Teaching and Learning Committee



Our Digital Leaders

How Parents, Carers and the Wider Community have contributed to informing our vision/mission for our curriculum:

- As we have trialled our curriculum design in the four year period leading up to CfW 2022, each topic within our curriculum has culminated with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents and carers, governors and other stakeholders. Our 'Fabulous Finish' events may be in the form of an exhibition, a performance, a demonstration, the screening of a video, a workshop etc. These have acted as a catalyst for discussion with parents, carers and the wider community about our curriculum vision/mission. Feedback from these events has been very positive and they serve to highlight to parents and carers the broad and balanced curriculum that we aspire to. We value parental feedback and use this to inform and refine our curriculum vision/mission.
- Feedback from parents, carers and the wider community in response to the teaching and learning activities shared via our school and individual class Twitter accounts as well as our school website is used to inform/refine our curriculum vision/mission. Our approach to Curriculum for Wales is shared with parents, carers and the wider community via these platforms. Tweeted photographs, for example, show the range of learning in which our children are engaged.
- Our Blended Learning provision using Google Classroom and other digital platforms such as *Bug Club*, *Lexia* and *Reading Eggs* has succeeded in shaping parents and carers' perceptions of our curriculum vision/mission. We 'blend' face to face teaching and learning that takes place at our school with tasks and activities that our learners are asked to complete at home – online, offline or a combination of both. Again, we value parental feedback about our blended learning provision and use this to inform and refine our curriculum vision/mission.
- A 'Working in Partnership with Parents and Carers' letter has been sent to all parents and carers with a view to further developing partnerships with them in order to provide a curriculum that engages, enthuses and inspires our children. Parents have been invited to complete an online form, giving details about their specialisms, skills, businesses and contacts that could potentially contribute to enriching experiences for our learners. As a result, we have established a database of information that we can use to help us sustain our commitment to co-constructing our curriculum, collaborating with parents, carers and the wider community.
- Feedback has been sought from parents, carers and the wider community regarding our curriculum vision/mission. A 'Our Preparations for Curriculum for Wales' letter has been sent to all parents and carers, providing them with key information about our approach to Curriculum for Wales and signposting them to our Curriculum Policy on the school website. This has been reinforced by the sharing of Welsh Government's parent and carer-friendly 'A Guide to the new Curriculum for Wales':

[A new curriculum- A guide for parents](#)

as well as a link to the short Welsh Government YouTube video, 'A New Curriculum for Wales':

[A new curriculum for Wales - YouTube](#)

- Our approach to Curriculum for Wales is summarised for parents, carers and the wider community in our school prospectus.
- We welcome any opportunities to co-construct our curriculum with partners beyond the school such as local schools, businesses, organisations, professionals, artists, theatre companies, places of worship etc. Our curriculum, for example, is enhanced by working collaboratively with partners such as SUSTRANS, Theatr 'na Nog, NatureQuest Academy, Nuffield Health, Bryntirion Comprehensive School, Forces Fitness, Sapphire and Salt, UAA Dance Academy, National Museum Wales, Swim Safe, a local church, mosque and Hindu temple...



NatureQuest Academy



Some of our
Curriculum
Co-construction
Partners



Forces Fitness

